



SC Annual School
Report Card
Summary

Mary Bramlett Elementary
CHEROKEE
Grades: PK-5 Enrollment: 299
Principal: Audrey McClary
Superintendent: Dr. Quincie L. Moore
Board Chair: Mike Ellis

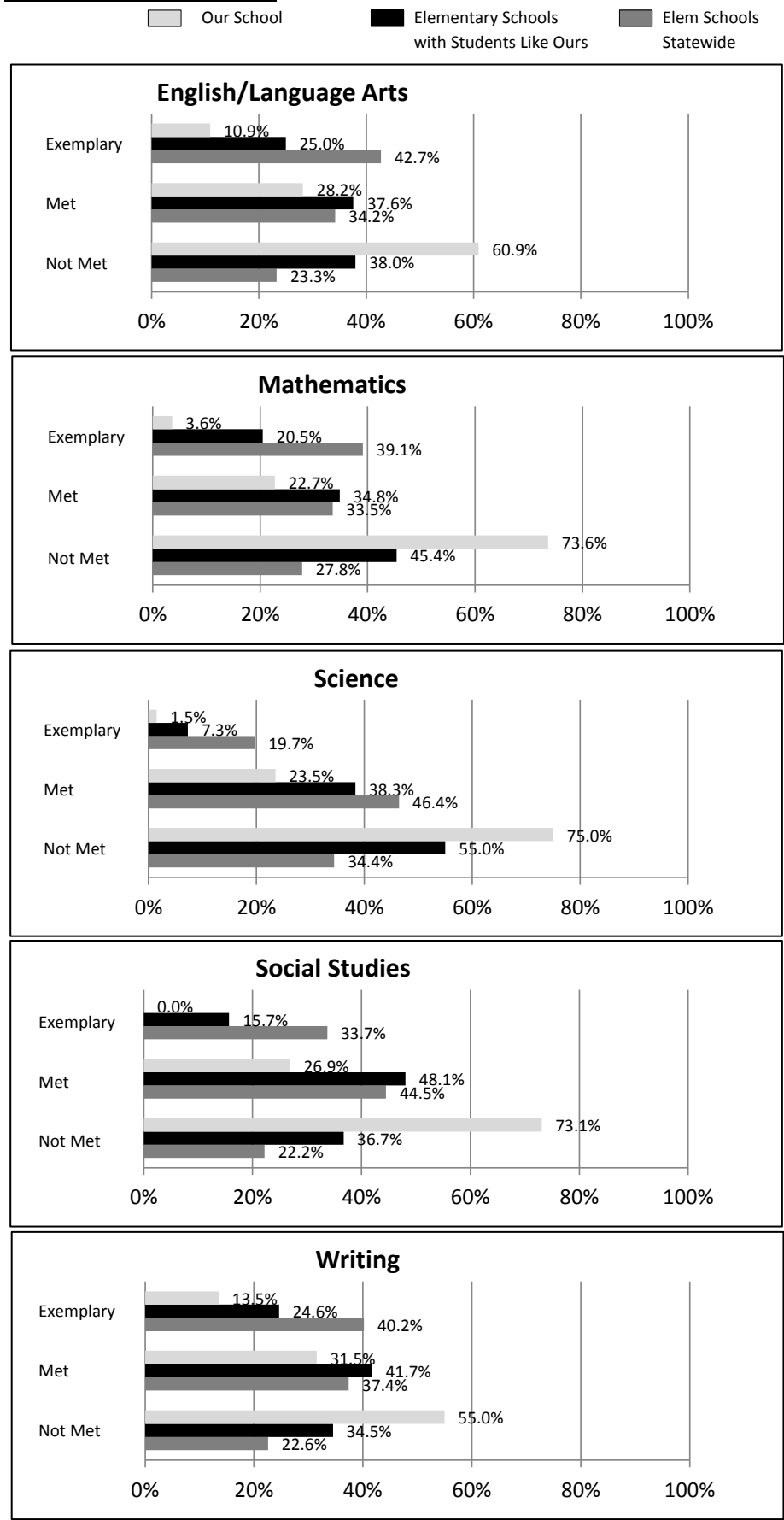
PERFORMANCE		Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.				
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	At-Risk	Average	TBD	TBD	F	Priority
2013	At-Risk	Below Average	N/A	N/A	F	Priority
2012	At-Risk	Below Average	N/A	N/A	F	Priority

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	4	63	43	15

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

Mary Bramlett Elementary
CHEROKEE
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 299)				
Retention rate	3.2%	No change	1.6%	1.0%
Attendance rate	96.0%	Up from 95.5%	96.0%	96.5%
Served by gifted and talented program	4.2%	Down from 4.8%	2.3%	7.3%
With disabilities	16.7%	Down from 19.0%	14.0%	12.5%
Older than usual for grade	3.5%	Down from 4.8%	2.8%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 26)				
Teachers with advanced degrees	53.8%	Down from 54.2%	60.7%	62.3%
Continuing contract teachers	73.1%	Up from 70.8%	73.2%	81.2%
Teachers returning from previous year	78.0%	Down from 82.2%	82.9%	88.4%
Teacher attendance rate	95.5%	Up from 95.1%	95.3%	95.3%
Average teacher salary*	\$46,568	Up 1.0%	\$45,638	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	0.3 days	Down from 5.0 days	9.8 days	10.9 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 8.5 to 1	18.5 to 1	19.9 to 1
Prime instructional time	91.2%	Up from 89.5%	90.5%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	No change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,213	Up 20.9%	\$8,691	\$7,680
Percent of expenditures for instruction**	58.8%	Down from 60.0%	65.0%	66.8%
Percent of expenditures for teacher salaries**	57.8%	Up from 57.0%	64.4%	66.0%
ESEA composite index score	11.7	Up from 10.5	66.9	85.7

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	6	40	14
Percent satisfied with learning environment	-4.0%	95.0%	85.7%
Percent satisfied with social and physical environment	-4.0%	85.0%	85.7%
Percent satisfied with school-home relations	-4.0%	85.0%	92.8%

*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We hinge this success on the plethora of instructional strategies and all the hours of hard work teachers have devoted to education. Throughout the school day, students are engaged in whole group, small group, or individualized instruction. We were fortunate to have had four interventionists to work with high, average, and lower achievers in kindergarten through fifth grade. Research-based strategies such as PBIS, SRA, and RTI, and Daily-Five provided us the practical methodology to help students develop relevant literacy and math concepts. Our focus for learning encompassed student engagement with a focus on vocabulary, reading fluency, and the ability to analytically interpret and solve math problems. All classrooms are rich with current and relevant resources, advanced technology, and other supplementary materials.

Learning is not just for the students. Once a month, our teachers attend Professional Learning Communities (PLC's). Teachers are learning how to use data to drive instruction and how to change and implement strategies to meet the individual needs of the students.

Many of our students attended the afterschool program where they were able to do homework and work on specific skills in reading and math. The rising third graders will be able to participate in our “Summer Reading Program” and receive lunch as part of the free Summer Lunch Program.

Parents and our community partners have whole-heartedly made a collaborative effort to support our vision and our mission. With the help of parents, business and community partners, students were able to participate in LegoRobotics, field trips, Camp Giorno, leadership mentoring sessions, extracurricular sports, and community events sponsored by the Boys and Girls Club. On behalf of the faculty and staff, we thank all of our parents, churches, PTO, SIC, and business partners for their great support.

Stacy Camp-SIC Chair

Audrey McClary-Principal

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